PBIS

#positivebehavior
#schoolculture
#strengthinunity
#risingtogether

Nome Public Schools

Positive Behavioral Interventions & Supports

19 September 2025 School Board Work Session Presentation

PBIS
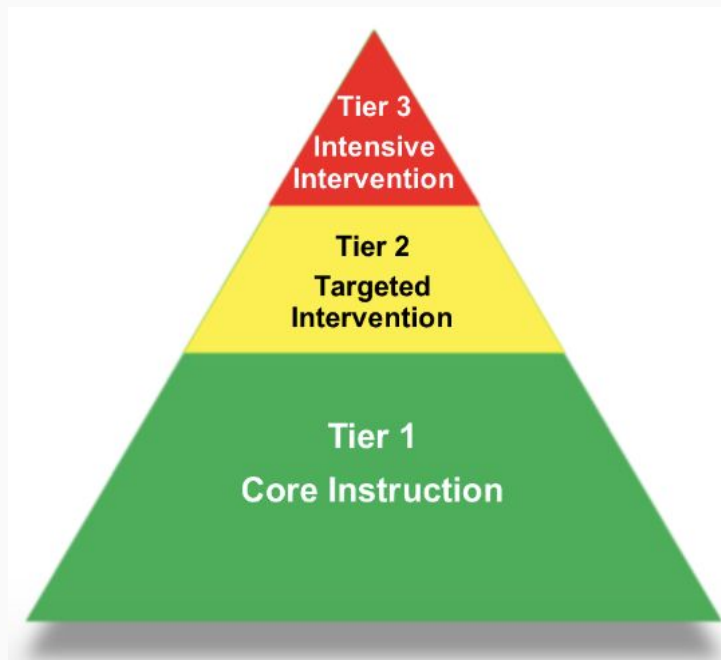
Positive Behavioral Interventions & Supports

LEARNING INTENTION:

We will review and reflect on the PBIS framework to support continued implementation.

SUCCESS CRITERIA → We can:

- **IDENTIFY** key components of the PBIS framework.

- **REFLECT** on current practices

- **GIVE** examples of sound practices

- **RECOGNIZE** areas for strengthening

- **SUGGEST** one action step to support continued implementation!

PBIS

## Positive Behavioral Interventions & Supports

WHAT IS PBIS?

PBIS is a Multi-tiered system of support (MTSS) within a school, it is not something a school can purchase and give to each teacher. It is the way everyone works. So, it will look different at each school. There will be commonalities, such as a shared vision, teams guiding implementation, evidence based practices, data based decision making and engagement from all stakeholders.

Positive Behavioral Interventions & Supports

PBIS is an evidence-based multi tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

PBIS creates a more supportive and engaging environment for students. All students.   Everyday. In every possible way.

#schoolclimate
#schoolculture

Tier 3
Intensive
Intervention

5%

Tier 2
Targeted
Intervention

15%

Tier 1
Core Instruction

80%
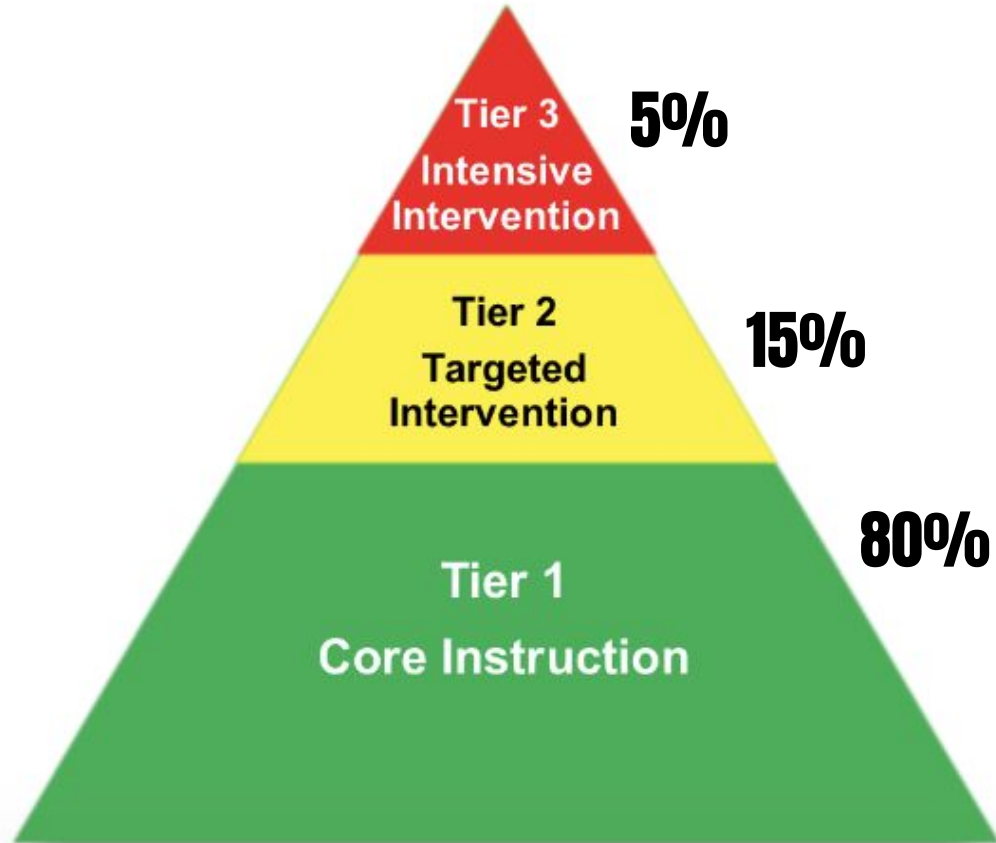
WHO IS INVOLVED IN PBIS?
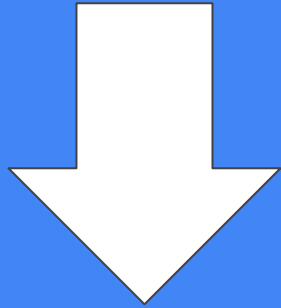
EVERYONE!

PBIS District Monitoring Team

Nome Elementary Team

Anvil City Science Academy Team

Nome-Beltz Middle/High School Team

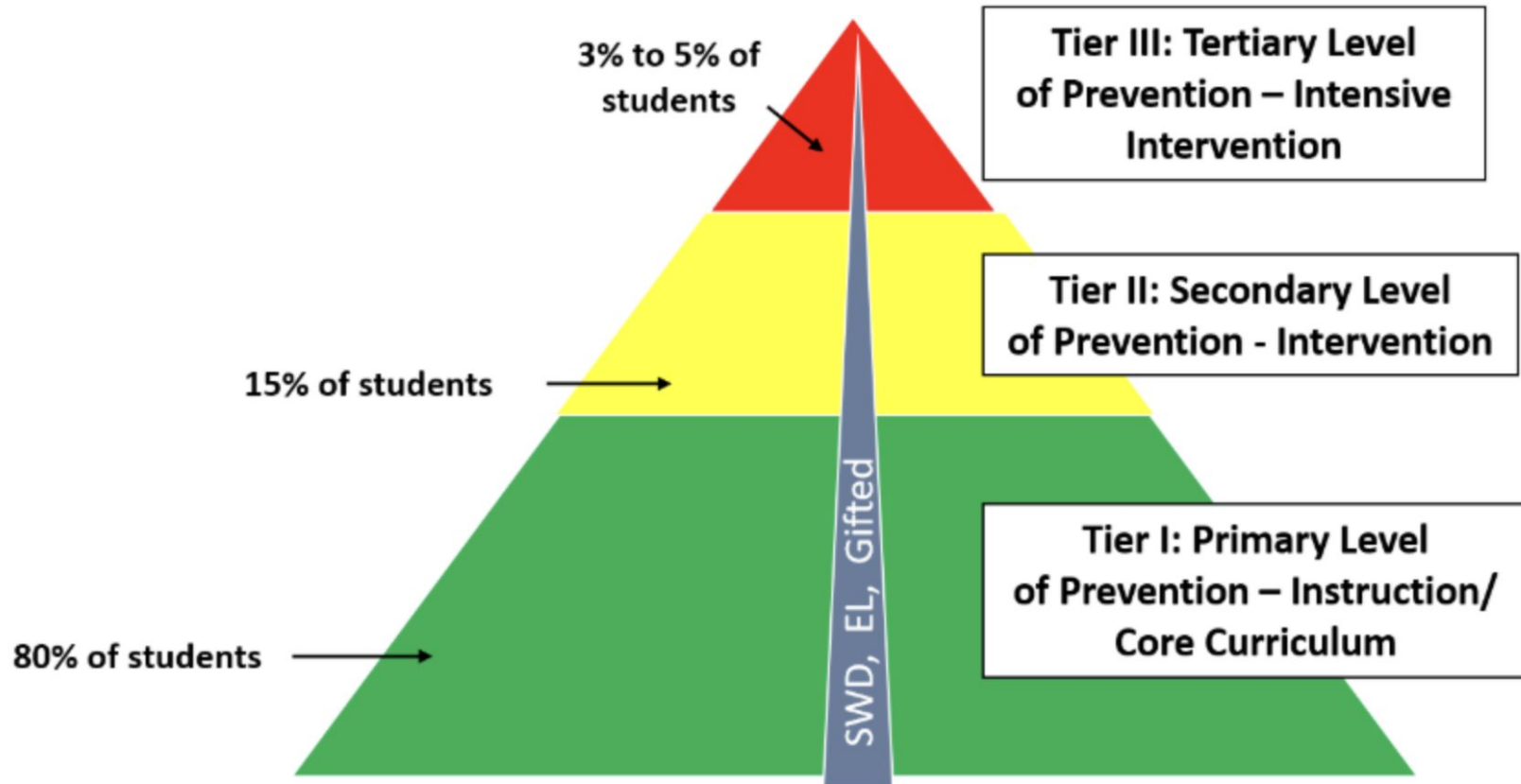Office staff

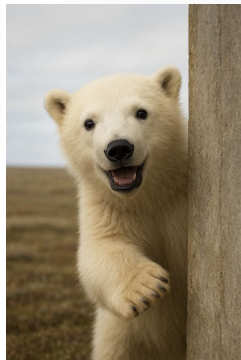Cafeteria chefs & staff

Para Professionals

Parents & Guardians

Custodial

STUDENTS!

Essential Component: Multi-Level *Prevention* System

3% to 5% of students

Tier III: Tertiary Level of Prevention – Intensive Intervention

15% of students

Tier II: Secondary Level of Prevention - Intervention

SWD, EL, Gifted

Tier I: Primary Level of Prevention – Instruction/ Core Curriculum

80% of students

Students receive services at all levels, depending on need.

PBIS → 5 Components

Systems
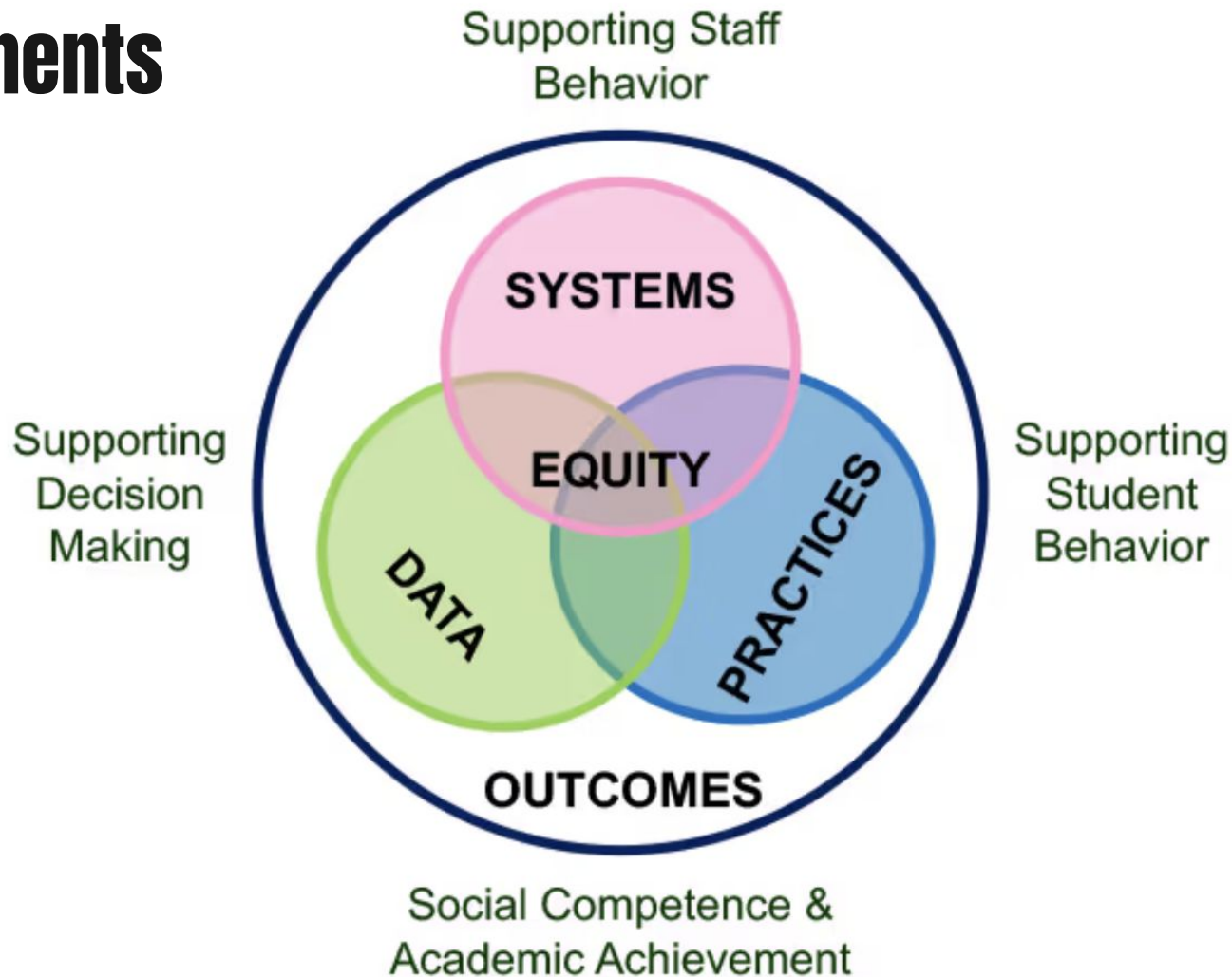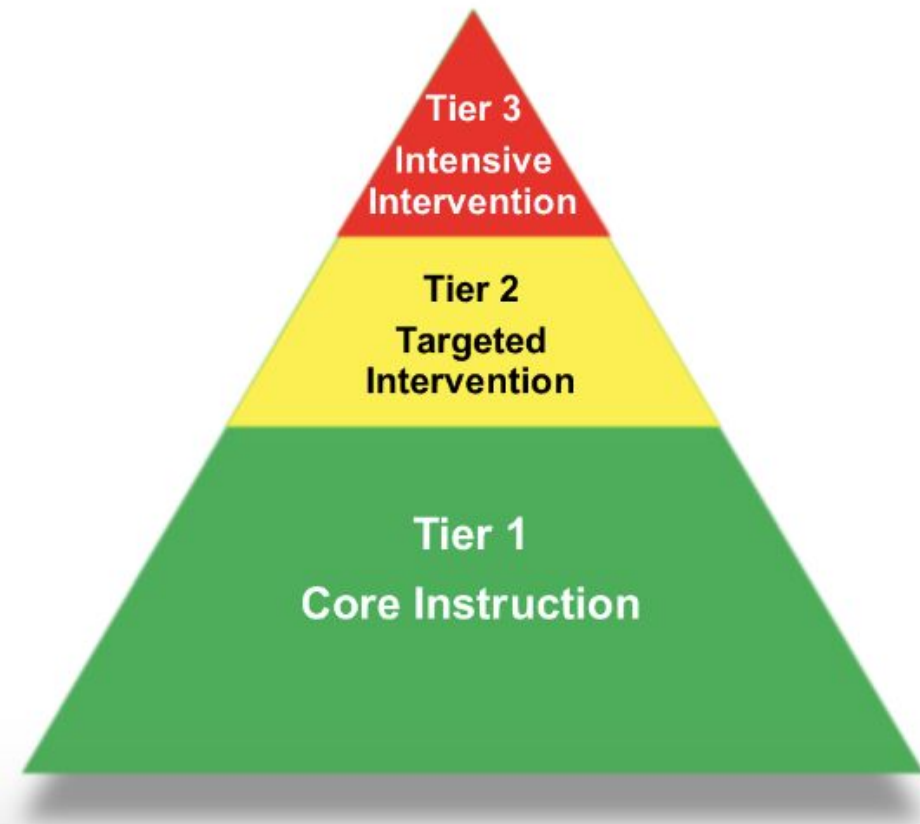**Data**
Practices
** -Classroom**
Outcomes
Equity

A Crosswalk between PBIS & Cultural Values

PBIS Component	SEL Competency	Aligned Cultural Values	Example Integration Strategy
School-Wide Expectations	Self-Awareness (1A–1D)	Respect for Elders, Nature, Self; Humor	Teach expectations using storytelling, traditional language, and real-life cultural examples. Highlight identity (1B), emotions (1A), and responsibility (1D) in line with cultural norms.
Tier 1 Universal Supports	Self-Management (2A–2D)	Self-Respect; Family Connection; Community Wellness	Include goal setting (2D) and emotional regulation (2A) through morning greetings and student-created art that reflect traditional values.
Recognition & Rewards	Social Awareness (3A–3C)	Love for Children; Sharing; Respect; Responsibility	Celebrate community-centered behavior (3B) with traditional incentives like crafts or games, use cultural titles, and give public family acknowledgments.
Behavior Interventions (Tiers 2–3)	Self-Awareness & Self-Management	Humility; Hard Work; Cooperation	Provide mentoring to help students identify emotions (1A) and decision-making (2C) through family involvement and cultural immersion groups.
Restorative Practices	Social Management (4A–4C)	Responsibility to Tribe; Spirituality; Respect for Others	Use Talking Circles and involve Elders in conflict resolution. Teach empathy (3A) and repair relationships rooted in cultural traditions.
Family & Community Involvement	Social Awareness (3C), Self-Awareness (1C)	Knowledge of Family Tree; Respect for Elders; Spirituality	Co-host cultural events with tribal leaders, honor intergenerational wisdom, and offer workshops that center traditional family practices.
Communication & SEL	Social Management, Self-Management	Humor; Self-Management; Social Awareness	Use storytelling, reflective conversations (4A), mindful nature walks, and emotional vocabulary from local traditions to enhance social cue awareness (3D) and expression (2A).
Data Use & Equity	All SEL Domains	Responsibility to Tribe; Respect for All; Community Wellness	Review SEL and behavior data with a cultural lens. Invite community input and ensure supports reflect cultural values and community wellness goals (1D

Common Practices Across ALL 3 Tiers:

1. **SHARED** vision/mission
2. **TEAMS** to guide implementation
3. **INCORPORATE** evidence-based practices
4. **USE** data to identify strengths, uncover needs, & monitor progress
5. **ENGAGE** students, families, and community members to co-create culturally responsive practices

Positive Behavioral Interventions & Supports

#1: SHARED VISION/MISSION

NPS BEHAVIOR STATEMENT:
   We care for ourselves and others in our culturally diverse world by making **SAFE** choices, showing **RESPECT**, and acting **RESPONSIBLY** as

#2: TEAMS TO GUIDE IMPLEMENTATION

Teams: 1st & 3rd Wednesday →

PLCs: 2nd & 4th Wednesday ↓

Team → 1st & 3rd PLC 2nd & 4th	MATH/ SCIENCE	ENGLISH	SOCIAL STUDIES/PE	SPED/SPECIALS	Climate
HS PBIS	Bert	Ernie	Elmo	Oscar	Cookie Monster
MS PBIS	Big Bird	Count von Count	Zoe	Rosita	Grover
Family Engagement	Prairie Dawn	Abby Cadabby	Forgetful Jones	Yipyip	Kermit
Attendance	Twiddlebugs	Two-Headed Monster	Julia	Miss Piggy	Fozzie Bear

#3: INCORPORATE EVIDENCE-BASED PRACTICES

- Core Values

- Schoolwide expectations

- Post → Teach → Review

- Positive Specific Praise (5:1)

- Classroom Assistance Tool

- Token economy (PBIS Rewards)

Nanooks know:
- Respect
- Responsibility
- Safety

Classroom

SAFE
- Keep your areas clean & walkways clear
- Follow written and verbal instructions
- Sign in and out

RESPECTFUL
- Use appropriate language and volume
- Move quickly to destination

RESPONSIBLE
- Be prepared to learn
- Stay on task
- Use technology for assignments
- Keep cell phones off and away

#NANOOKSKNOW

**HALLWAY & LOCKERS**

ACSA

SAFE
- WALK
- SPEAK up about safety concerns
- KEEP belongings in locker

RESPECTFUL
- BE aware of surroundings and others
- KEEP hallways and lockers clean
- KINDLY acknowledge others
- USE appropriate volume and language
- THANK helpful staff

RESPONSIBLE
- USE cell phones only when allowed
- STAY on task when working in hallway
- CLOSE lockers gently and quietly
- CARRY computer and supplies properly
- NO eating

DEVELOP

POST

TEACH
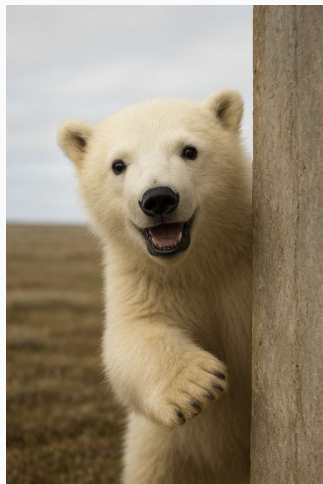
RESTROOMS

SAFE
- Report unsafe behaviors or equipment issues
- Avoid illegal substances

RESPECTFUL
- Maintain others' privacy
- Use inside voice
- Honor the physical space

RESPONSIBLE
- GO, FLUSH, WASH, LEAVE
- Place trash in canisters
- Keep area clean
- Return to class promptly

#NANOOKSKNOW

CORE VALUES:
SAFETY, RESPECT, RESPONSIBILITY

POSTED BEHAVIOR EXPECTATIONS:
Relevant to all school spaces

How do we teach our expectations?

Naughty vs Nice Things to do in the Bathr

#4: DATADATADATA

INVENTORIES

MINOR & MAJOR REFERRALS

SURVEYS

PBIS Rewards

Credit Acquisition

Post-Secondary success

NOME PUBLIC SCHOOLS

Nome Elementary

Accomplishments:

- Dramatic decrease in office referrals.

- Wider acceptance and fidelity of school-wide PBIS initiative

- Opening of PBIS store

Areas to improve:

- Diversify items sold in store

- More robust implementation of Tier 2

- Planning going forward for Tier 3

Anvil City Science Academy

Accomplishments:

- Enacted Behavior Charts for Tier 2

- PBIS App to enter student referrals to track data

- Utilized PBIS Matrix language *(Safe, Respectful, Responsible)*

Areas to improve:

- Redo PBIS posters to reflect positive language

- Teachers able to immediately access discipline data

- Increase SCCS scores through continued PBIS implementation

Nome-Beltz
Middle High School

Accomplishments:

- School improvement plan includes Behavior & Academic goals & objectives

- School-wide PBIS initiative has cultivated our growth mind set

- Decisions have become more data driven, less antidotal.

Areas to improve:

- Develop yearlong classroom coaching plans

- Improve data & goal sharing across our teams & PLC's

- Improve Tier 2 and start Tier 3

NBMHS OUT OF SCHOOL SUSPENSIONS (OSS)

FY24
Sept '23-May '24

- **171 OSS**
  - **Gen Ed: 112**
  - **SPED: 59**

FY25
Sept '24-May '25

- **113 OSS**
  - **Gen Ed: 66**
  - **SPED: 47**

34% DECREASE IN OSS; 20% DECREASE FOR SPED

#4: DATADATADATA

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#5: ENGAGE STUDENTS, FAMILIES, & COMMUNITY MEMBERS

SITE COUNCILS, PTAs, ADVISORY BOARDS

"Strength in Unity: Rising Together"

CONSISTENT COMMUNICATIONS

CULTURAL PROFICIENCY & SEL INITIATIVES

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If a child doesn't know how to read, WE TEACH.

If a child doesn't know how to swim, WE TEACH.

If a child doesn't know how to multiply, WE TEACH.

If a child doesn't know how to drive, WE TEACH.

If a child doesn't know how to behave, we...teach? Punish?

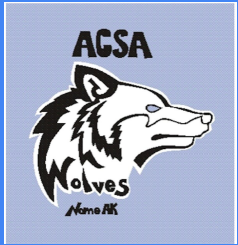**Why can't we finish the last sentence as automatically as we do the others?**

-John Herner

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Thank you and here is to a fantastic start to the NPS school year!